

Бітасмо! Welcome to the Ukrainian Language Education Centre Newsletter



CANADIAN INSTITUTE OF UKRAINIAN STUDIES

Ukrainian Language Education Centre Newsletter

Dear Readers,

This newsletter is being sent in the 10th month of Russia’s invasion of Ukraine. As the number of days of suffering and destruction grows and we are reminded of the genocidally driven acts of 90 years ago, now known as the Holodomor, we may risk falling into the abyss of depression. To maintain internal strength and belief in the good within humanity, let us express gratitude to all who have extended help to Ukraine and its refugees now dispersed around the world - from political and institutional decision makers to the everyday Canadians who donated funds and provisions. The world is now aware of the centuries of injustices against the Ukrainian people.

Let us continue to live and act in compassion and hope. Thinking about the ways in which we can extend social support to recent refugees from Ukraine, I am reminded of the work of Vaux,

Riedel and Stewart (1987) whose model proposed five modes of social support: emotional, financial, practical, socializing and advice/guidance. Emotional support includes expressions of caring, creating opportunities for laughter, or providing a safe place to just listen. Financial support is encompassed by access to donations of food, clothing, furniture, housing, and opportunities for employment. Giving people rides, helping them to move, offering child care are practical examples of social support. Socializing support extends to activities such as invitations to parties or making time to chat on a regular basis. Learning to navigate the systems we often take for granted in our society can be overwhelming for newcomers. Helping them to understand how to take public transportation, how to fill out forms, or how to prepare for a job interview or providing them with useful websites are valuable forms of guidance.

(Continued on p. 2)

Special points of interest:

- *November is Holodomor Remembrance Month*
- *Recommended Teaching Resources on the Holodomor*
- *HREC Education Launches Webinars for Educators Dedicated to the 90th Anniversary of Holodomor*
- *Historic Triennial Congress Concludes*
- *Saluting Local Heroes in the Diaspora*
- *Securing Ukrainian Studies Program at the University of Manitoba*
- *USask Professor Emeritus Helps Preserve the History of Local Internment Camp*
- *Ukrainian Language in Social Networks What Changed After russian*
- *Ukraine Removes russian Language and Literature From School Curriculum*

Newsletter Editors:

Prof. Olenka Bilash (Acting Director, ULEC)
Dr. Olena Sivachenko (Research Associate, ULEC)

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The Ukrainian Language Education Centre honours its location on Treaty 6 territory.

Welcome to Ukrainian Language Education Centre Newsletter

(Continued from p. 1)

In this issue, we offer highlights of the XXVII Triennial Congress of the Ukrainian Canadian committee in Winnipeg, news about how some provinces are providing services for child-age refugees from Ukraine, highlights of Ukrainian speaking award winners on multi-

ple continents, local news from across the country and recent changes to the curriculum in Ukraine. Our series of articles highlighting the current situation of Ukrainian studies at the post-secondary level focuses on the University of Manitoba.

Thanks to all who shared photos

and stories for this issue!

Although our readers have reported very positively about the contents of the newsletter, they have also mentioned that they are too long. We hope that you will not find this shorter version wanting.

CIUS News

Jars Balan Receives Shevchenko Medal Month

Long-time CIUS associate, Jars Balan, was one of a dozen recipients of a Shevchenko Medal recently awarded by the Ukrainian Canadian Congress at its triennial conference held in Winnipeg 28-30 October. Jars was recognized for his academic contributions, chiefly in the field of Ukrainian Canadian studies. His relationship with CIUS extends almost to its founding, as in its early years he did editorial work for the institute in addition to helping organize conferences, conducting research and overseeing the development of the Kalyna Country Ecomuseum project. In 2000 he was appointed as the coordinator of the Ukrainian Canadian program, which in 2007 was renamed the Kule Ukrainian Canadian Studies Centre in honour of educational philanthropists, Drs. Peter and Doris Kule. From 2018-2020 he also served as the Director of the Institute.



ULEC and CIUS are Grateful for the Generous Donation left by Sonia Olga Batt (nee Anhel)



Sonia was the only child of Stephen and Olga Anhel and grew up in the Drumheller Valley which she loved throughout her life. She excelled in music and gave recitals as a student prior to entering the Faculty of Nursing at the University of Alberta in 1943. She graduated in the class of 1947 with a degree from the U of A and taught in Schools in Nursing in Alberta and British Columbia. In 1954 she married Raymond Batt, an electrical Engineer from the University of Manitoba. The Batts lived mainly in Alberta and retired there. Sonia resided in the Touchmark Nursing Home for four years where she passed away at the age of 93 on June 3, 2019. A Celebration of Sonia's Life took place on Monday, June 10, 2019. Interment will follow at St. Michael's Cemetery, Edmonton.

Published on June 7, 2019.

November is Holodomor Remembrance Month

Noun: **ho·lo·do·mor** \ˈhō-lō-dō-ˈmōr

The term Holodomor (death by hunger, in Ukrainian) refers to the starvation of millions of Ukrainians in 1932–33 as a result of Soviet policies.

CIUS is proud to be the home of the **Holodomor Research and Education Consortium (HREC)**, where it was established by the Temerty Foundation in 2013. HREC promotes the research, study, and understanding of the Holodomor in both academic and community-based contexts.

HREC and [HREC Education](#) have created an excellent selection of Holodomor learning resources for varying knowledge backgrounds and reading levels. Take a moment to look at some of the articles, videos, documents, maps, and more available online.

Learn more: <https://cutt.ly/gMWvQqI>

Toronto Ukrainian Famine Lecture

“Understanding Russia's War on Ukraine through the Holodomor”

In her lecture, Dr. Mattingly explored how the Holodomor offers a key to understanding of the current war in Ukraine, both from a historical perspective and by revealing parallels in the objectives, methods and outcomes. She discussed how further studies of the Holodomor are pertinent to explaining the war and its international implications in an increasingly interconnected world.



The Toronto Annual Ukrainian Famine Lecture was initiated in 1998 and is organized by HREC and co-sponsored by the Centre for European, Russian, and Eurasian Studies, University of Toronto; the Canadian Foundation for Ukrainian Studies; the Ukrainian Canadian Congress, Toronto; the Petro Jacyk Program for the Study of Ukraine, University of Toronto; and St. Vladimir Institute (Toronto).

Watch the lecture: <https://cutt.ly/oMWnUr8>



Holodomor Conference Recordings

You can now watch the keynotes and panel discussions from the conference "**The Holodomor in Global Perspective**", an important international event hosted by the University of Cambridge (UK) and co-organized by CIUS's Holodomor Research and Education Consortium (HREC).

Watch the presentations: <https://cutt.ly/jMWmair>

Holodomor Research and Education Consortium News

November is Holodomor Remembrance Month



HREC Education
HOLODOMOR RESEARCH AND EDUCATION CONSORTIUM
Canadian Institute of Ukrainian Studies
University of Alberta

www.education.holodomor.ca

HOLODOMOR MEMORIAL DAY

4TH SATURDAY IN NOVEMBER WORLDWIDE
4TH FRIDAY IN NOVEMBER IN SCHOOLS

*Запали свічку.
Light a candle to remember the lost souls.*

This November begins the 90th year of commemoration of the Holodomor.

Holodomor Education Week is November 21-26th.

Holodomor Memorial Day in Schools is November 25th.

Holodomor Memorial Day worldwide is November 26th.



HREC EDUCATOR AWARD
FOR HOLODOMOR LESSON PLAN DEVELOPMENT



The HREC Educator Award is intended to foster the development of innovative, engaging, creative and interactive lessons for grades K-12, lesson plans which develop critical thinking skills while addressing the topic of the Holodomor. The level of submission includes Primary grades (Kindergarten–Grade 4), Middle Years (Grades 5–8) and Senior (Grades 9–12).

Deadline for submissions is **May 1, 2023**. More information: <https://cutt.ly/oNOxHhv>

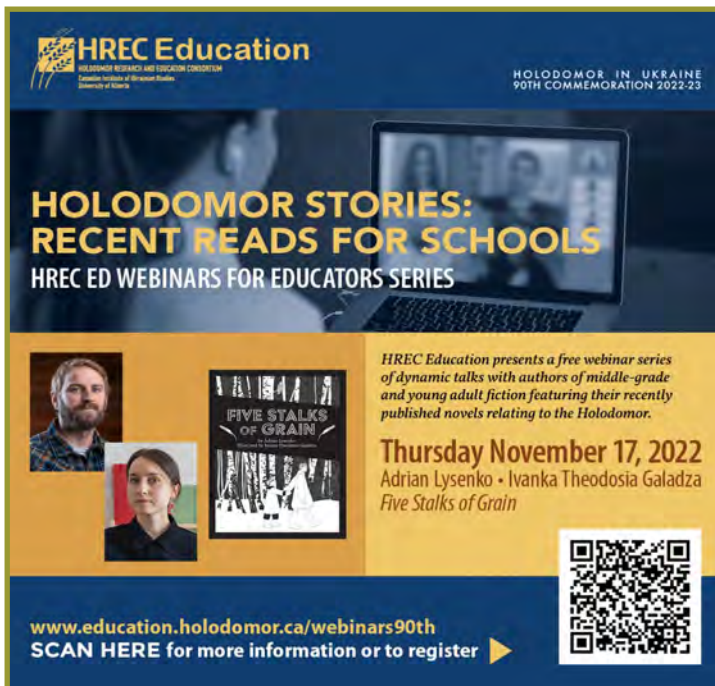
Holodomor Research and Education Consortium News

HREC Education Continues Webinars for Educators

HOLODOMOR STORIES: RECENT READS FOR SCHOOLS HREC ED WEBINARS FOR EDUCATORS SERIES

A free webinar series of dynamic talks with authors of middle-grade and young adult fiction featuring recently published novels relating to the Holodomor.

HREC Education presents a free webinar series of dynamic talks with authors of middle-grade and young adult fiction featuring their recently published novels relating to the Holodomor. The series will run from Fall of 2022 into Fall of 2023. Webinars will be introduced by HREC Director of Education Valentina Kuryliw and hosted by Mateusz Świetlicki. <https://education.holodomor.ca/webinars90th/>




HREC Education
HOLODOMOR IN UKRAINE
90TH COMMEMORATION 2022-23

**HOLODOMOR STORIES:
RECENT READS FOR SCHOOLS
HREC ED WEBINARS FOR EDUCATORS SERIES**

HREC Education presents a free webinar series of dynamic talks with authors of middle-grade and young adult fiction featuring their recently published novels relating to the Holodomor.

Thursday November 17, 2022
Adrian Lysenko • Ivanka Theodosia Galadza
Five Stalks of Grain

www.education.holodomor.ca/webinars90th
SCAN HERE for more information or to register ▶



Speakers: Author Adrian Lysenko and captivating illustrator Ivanka Teodosia Galadza talk about their brand new and not-to-be missed graphic novel, *Five Stalks of Grain*

Powerful and haunting, it tells a story of tragedy and survival. The book can be purchased here:

<https://press.ucalgary.ca/books/9781773853758/>

Date: Thursday November 17, 2022

Location: Zoom

Please register to attend:

https://us06web.zoom.us/webinar/register/WN_frbkLr6BRRC9YQgJyFfqHg#/registration

Virtual School Visits

To commemorate the 90th anniversary year of the Holodomor in Ukraine, HREC Education is making a limited number of virtual school visits with Marsha possible for middle-grade groups who are in schools with financial challenges. For more information, please visit:

www.calla.com/wordpress/funding-available-for-winterkill-virtual-visits

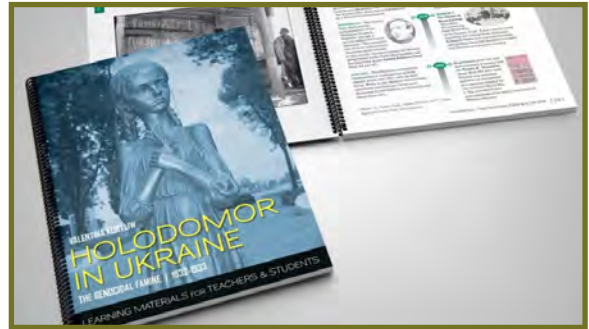
Holodomor Research and Education Consortium News

Recommended Teaching Resources on the Holodomor

Holodomor in Ukraine, the Genocidal Famine 1932-1933: Learning Materials for Teachers and Students

What does a teacher need to be able to teach students about the Holodomor—the deliberate starvation of millions of Ukrainians by the Soviet regime in 1932-1933?

A new comprehensive teaching resource authored by Valentina Kuryliw, Director of Education for the Holodomor Research and Education Consortium, entitled *Holodomor in Ukraine, the Genocidal Famine 1932-1933: Learning Materials for Teachers and Students* (308 pp., \$49.95 CDN) is now available for educators and the general public. Targeted at educators teaching students in primary and secondary schools, it features stand-alone teaching materials, lesson plans and assignments with straightforward, sensible and basic information about the Famine.



More on the resource: <https://education.holodomor.ca/holodomor-in-ukraine-book/>

HREC Education's "Top Picks" List of Resources on the Holodomor

Educational Websites on the Holodomor

HREC: <https://education.holodomor.ca/>, <https://holodomor.ca/>

Holodomor Supplemental Resource for Teachers (Edmonton Catholic Schools, Alberta): <https://cutt.ly/oNPc2pv>, <https://cutt.ly/bNKyS1k>

Diversity Education: Holodomor Education and Awareness: <https://cutt.ly/mNKy2Um>, <https://cutt.ly/TNKy7nD>

Classroom Resources for Teachers

Connecticut Holodomor Awareness Committee: www.holodomorct.org

“Exposing the Ukrainian Holodomor,” a free curriculum-based teaching resource from “Voices into Action,” 2017 (Unit 2, Chapter 5) <https://cutt.ly/eNKotDO>

“How A Grain of Wheat Linked Two Worlds,” a Unit for elementary level (grades 3-6) prepared by the Saskatchewan Teachers’ Federation.

HREC Educator Award WINNING Lesson Plans on the Holodomor: <https://education.holodomor.ca/learning-activities/hrec-educator-award-lessons/>

Documentaries on the Holodomor

Genocide Revealed. Educational Version. Directed by Yuriy Luhovy, 2013.

Harvest of Despair: The 1932-33 Man-Made Famine in Ukraine. Directed by Slavko Nowytski and Yuriy Luhovy. Toronto, 1984. 55 min.

The Soviet Story. Directed by Edvins Snore, 2008, 85 min.

Holodomor: Voices of Survivors. Produced and directed by Ariadna Ochrymowych, Toronto, 2015, 30 min.

Stalin’s Secret Genocide. Written and directed by Andrea Chalupa, Toronto, 2017, 15 min.

Hunger for Truth: The Rhea Clyman Story. Directed by Andrew Tkach, 2017.

Feature Films on the Holodomor

Bitter Harvest. Produced by Ian Ihnatowycz, directed by George Mendeluk, 2017. 1h 43min.

Mr. Jones. Directed by Agnieszka Holland with story and screenplay by Andrea Chalupa, 2019. 2h 21min.

Historical Fiction on the Holodomor

Gal, Valentina. *Philipovna: Daughter of Sorrow*, Toronto: Guernica Editions, Inc. (MiroLand), 2019

Good, Rhea. *Bottle of Grain. A Holodomor Story.* Saskatchewan: Independently Published, USA. Illustrated by Natalie Warner, 2020.

Karpenko, Kat. *The Photograph.* NJ: BookBaby, 1 July 2020
Skrypuch, Marsha Forchuk. *Winterkill.* Scholastic Press, 2022

National News: Historic Triennial Congress Concludes

Delegates set priorities, elect leadership of UCC Appeal



October 31, 2022. The historic XXVII Triennial Congress of Ukrainian Canadians concluded yesterday in Winnipeg, MB. The delegates set the priorities and elected the leadership of the Ukrainian Canadian Congress for the next three years. The Congress was attended by over 400 delegates and guests.

The theme of the Congress – Stronger Together – В Єдності Сила – Tous ensemble – set the stage for three days of deliberations, workshops and discussions that developed the policy directions for the UCC for the next three years. The Triennial Congress unanimously re-elected Alexandra Chyczij as National President for a second term.

“A dynamic and energetic Triennial Congress set the direction for the UCC for the next three years. We will continue to prioritise support for Ukraine and the Ukrainian people in the heroic defence of their country and freedom in Europe,” stated President Chyczij. “I am honoured by the trust placed in me by the Triennial Congress to serve a second term as President. I look forward to working with the new Board of Directors in serving our community. We have much work ahead of us, and I’m certain that together we will make the vision of the Triennial Congress a reality!”

The Triennial Congress welcomed many eminent guests, including:

From Canada

- Right Honourable Justin Trudeau, Prime Minister of Canada,
- Honourable Chrystia Freeland, Deputy Prime Minister,

- Honourable Anita Anand, Minister of National Defence,
- Honourable Harjit Sajjan, Minister of International Development,
- James Bezan, MP, Selkirk Interlake Eastman, spoke on behalf of the Leader of the Opposition the Honourable Pierre Poilievre,
- The Honourable Heather Stefanson, Premier of Manitoba,
- Scott Gillingham, Mayor-elect of Winnipeg,
- Her Excellency Larisa Galadza, Ambassador of Canada to Ukraine.

From Ukraine (by video)

- First Lady of Ukraine Olena Zelenska,
- Minister of Defence Oleksiy Reznikov,
- Minister of Foreign Affairs Dmytro Kuleba,
- Her Excellency Yuliya Kovaliv, Ambassador of Ukraine to Canada.

On Saturday, at the UCC Awards Banquet, the XXVII Congress honoured the recipients of the Shevchenko Medal, the UCC National Leadership Award and the UCC National Youth Leadership Award.

Following the conclusion of the Congress, a delegation of the UCC visited the Taras Shevchenko Monument to pay tribute to Ukraine’s Bard.



Source: UCC National Press Release

National News: Historic Triennial Congress Concludes

Workshop on the Future of Education in Canada

Panelists of the workshop on the future of education in Canada at the XXVII Ukrainian Canadian Congress include (left to right): Elena Krueger (UCC Saskatchewan), Oksana Levytska (World Congress of Ukrainians, Toronto), Tanya Sunak (National Ukrainian Education Committee, Toronto), Natalia Sovinska (Ukrainian Bilingual Program teacher, Winnipeg), prof. Olenka Bilash (Acting Director, Ukrainian Language Education Center, Edmonton), and Vlodko Boychuk (Ukrainian Bilingual Program, Sherwood Park, Alberta).

The panel shared perspectives on the impact of families fleeing Ukraine since the February 24 invasion by Russia. Overall, the school systems across the country are bursting at the seams with enrolments from Ukraine, though we know that there are many families that have not yet found their way to the Ukrainian Canadian community.

Oksana Levytska presented data collected by the Ukrainian World Congress. In her report, she emphasized that as of September 2022 488,045 Ukrainian school-age children resided outside Ukraine. Although most of the children have been fully integrated into schools in 26 EU countries, some parents refuse to send their children to local schools because they see themselves as temporary residents or cannot overcome the language barrier.

Vlodko Boychuk presented recent enrolment statistics from the Ukrainian Bilingual Program and Ukrainian heritage schools *Ridni Shkoly* in Alberta. According to

his data, of all students enrolled in Ukrainian Bilingual Programs the newly arrived students from Ukraine constitute 40% (161) in St. Martin Catholic Elementary School, 38%(101) in St. Matthew Elementary School, 14% (12) in St. Nicholas Catholic Elementary School, 75% (158) in St. Brendan Junior High School, 12.5% (11) in St. Teresa Catholic Junior High School, 24% (12) in Archbishop Jordan Catholic School. Also, Austin O'Brien Catholic High School is currently hosting 90 newcomers, enrolled in ELA and ESL classes, which constitutes 9% (91) of the school population. Regarding Ukrainian heritage schools, Mr. Boychuk reported 32 (22%) newcomers in Ridna Shkola K-6 and 57 (57%) in Ivan Franko School of Ukrainian Studies.

Natalia Sovinska provided details about Manitoba's U-WIN summer camp for Ukrainian newcomer children this past summer. She indicated that U-WIN Camp provided educational and leisure activity opportunities for Ukrainian newcomer children around the city of Winnipeg in July and August. The camp assisted the children with adaptation to the Canadian lifestyle and provided job opportunities for newcomer educators.

Tania Sunak described efforts and concerns of Ukrainian educators in the Toronto area. She informed the audience about the number of newcomers in Ridni Shkoly, namely 235 students in elementary and junior high schools and 120 in high schools. Also, the presenter outlined the



main challenges encountered both by new students and school personnel. The former is linked to adaptation, language barrier and need for therapy. The latter included a lack of physical space, staff and opportunities for extra-curricular activities.

Prof. Olenka Bilash presented five urgencies facing Ukrainian language education in the next five years: 1. the influx of Ukrainian newcomer children, their trauma and need to sustain their education according to the curriculum in Ukraine; 2. the need for research to be done on the Ukrainian Canadian education system so that we can learn about ourselves and make informed decisions about our future; 3. the need to address the lack of linguistic inclusion within the community, particularly the attitudes of the post 1991 immigration towards the language and cultural understandings of those of previous waves of immigration; 4. the need for a shared standardized assessment of Ukrainian language competency and the recommendation to use the well supported Common European Frame of Reference (CEFR); and 5. the need for Ukrainian education to promote XXIc learning through technological literacy.

Regional Highlights: Alberta

Saluting Local Heroes in the Diaspora

Alla Nedashkivska has long been a strong advocate of all things Ukrainian at the Department of Modern Languages and Cultural Studies (MLCS) at the University of Alberta (UofA). Thus well placed, she hit the ground running when war broke out. Partnering with the Department of Music (specifically William Street, Chair, and Andriy Talpash, Lecturer), Alla was MLCS lead in organizing the Fundraising for Ukraine Concert on March 12, 2022. This was the first major in-person concert since the COVID-19 pandemic, and tickets were in such high demand that it was also live-streamed, garnering over 4,000 views and raising over \$30,000. Through this huge event, the UofA was able to directly engage with our strong Ukrainian community.

«12 березня 2022 р. у партнерстві з департаментом музики проф. Алла Недашківська очолила організацію благодійного концерту в підтримку України. На квитки був такий великий попит, що концерт також транслювали в прямому ефірі, який зібрав 4000 глядачів. Водночас сам концерт зібрав понад 30 тис. дол.»

Naturally, more could be done. So Alla joined in founding the Disrupted Ukrainian Scholars and Students Initiative (DUSS). At the University of Alberta, MLCS partnered with the Canadian Institute of Ukrainian Studies (CIUS), the Kule Institute for Advanced Study, the Kule Folklore Centre, the Wirth Institute for Austrian

and Central European Studies, and the Department of History, Classics and Religion. These six Faculty of Arts units have pivoted in order to consolidate existing funds and raise further monies to meet the needs of Ukrainian researchers who have had their studies disrupted and/or been displaced. Alla was also successful in independently applying for \$20,000 in additional funding for the initiative. The funds are bringing scholars and graduate students to the UofA, or providing on-site support to those who cannot travel due to challenges posed by the war. Such support will strengthen the research connections between scholars in Canada and Ukraine. This long-term impact will enrich our community and enable these scholars to continue their work for Ukraine. DUSS is ensuring that these disrupted scholars have the network of support they need to continue as their universities are destroyed.

Alla's research work is also playing a role in bringing to the world the realities of Ukrainian language issues, one of the excuses for starting the war. In March 2022, CIUS organized a video/rapid response series to help inform the public about critical Ukrainian questions. Alla's presentation on the language situation was one of these critical aids. She further presented about Ukrainian language issues at the Pluralizing Ukrainian Studies in Greifswald, Germany and at the University of British Columbia's series on Ukraine in May, 2022, among other appearances, ensuring Ukraine's reality remains front and centre in academic communities.



Prof. Alla Nedashkivska

Ever an advocate of strong engagement, Alla works closely with students on university and community rallies, speaking with the media, fundraising, volunteering, and liaising between the university and the community. Before this war started, Alla helped teach Canadian soldiers about the Ukrainian language and cultural realities.

This activity has sparked renewed interest among students to learn Ukrainian. Alla facilitated the opening of an additional section of the beginner Ukrainian language course at the University of Alberta, taking on significant additional teaching responsibilities to ensure student success. Professor Alla Nedashkivska is dedicated to delivering to these newly focused youth an incredible Ukrainian language and culture learning opportunity.

Source: *Shumka E-Newsletter*

Regional Highlights: Alberta

Новини з Рідної школи у м. Едмонтон

Рідна школа парафії Святого Юрія Переможця міста Едмонтон розпочала уроки музики та співу. Кожен клас буде мати коротенькі п'ятнадцятихвилинні уроки музику та співу. Вітаємо пані Олену Шевчук у школі, яка навчатиме діточок цього року. У Рідній школі тепер щосуботи лунатиме українська пісня!

Джерело: <https://cutt.ly/iNj46pb>



22 жовтня в Рідній школі парафії Святого Юрія міста Едмонтону було надзвичайно сонячним, обігрітим душевною українською піснею та музикою, адже до школи завітала українська співачка, народна артистка України, Марія Бурмака!

Джерело: <https://cutt.ly/ENj5irJ>



Regional Highlights: Alberta

Alberta Teachers and Students Recognized for Achievements in Ukrainian Language and Culture Education

September 28th, 2022—Adriana LeGrange, Alberta’s Education Minister, and Oleksandr Danyleiko, Consulate General of Ukraine in Edmonton, congratulated the recipients of *Best Teacher of Ukrainian Language Abroad* and the recipients of the *Ukrainian Community Heritage Stories* contest. The contest was organized by Nataliia Naiavko, Special Language Advisor for Ukrainian language and culture at Alberta Education, and her team in celebration of the 130th anniversary of Ukrainian settlement in Canada. The contest was open to K-12 students residing in Alberta and enrolled in the Ukrainian bilingual and language and culture programs. It aimed to encourage students to explore various aspects of Ukrainian-Canadian identity through a compilation of personal reflections on family stories and interpretations of events through pictures and images. Congratulations to the awards recipients!

Sources: <https://cutt.ly/INKXuXj>,
<https://cutt.ly/dNKXfzG>,
<https://cutt.ly/bNKXhEe>



Alberta
Education

Regional Highlights: Saskatchewan

USask Professor Emeritus Helps Preserve the History of Local Internment Camp

The retired professor of political studies at the University of Saskatchewan (USask) and the founding director of the Prairie Centre for the Study of Ukrainian Heritage (PCUH) at St. Thomas More College (STM) has been researching and writing about Canada's 'enemy aliens' for more than 30 years. His academic work has contributed to healing a wound in the Ukrainian-Canadian community by shining a light on past injustices, and by bringing a new museum exhibit to life that will continue that work into the future. The Eaton Internment Camp Permanent Exhibit was officially

«Д-р Богдан Кордан став одним із найнепорушніших охоронців дуже болючого моменту в історії Канади. Він називає своїм обов'язком пам'ятати і нагадувати іншим про нього».

opened on June 4 at the Saskatchewan Railway Museum.

Kordan said its lessons will teach generations to come about the dangers of fear borne of conflict and mixed with racial or ethnic animus.

For more than 8,500 men, women and children during the First World War, Canada was a land of broken promises. They had emigrated from Europe in the hopes of building a life of prosperity in the burgeoning democracy but would find themselves helpless pawns in the politics of the time.

After the outbreak of hostilities, the Canadian government passed

the War Measures Act, giving itself sweeping powers to arrest and detain Canadian immigrants from Germany or Austria-Hungary. Most of the detainees were of German or Ukrainian heritage, and had committed no crimes, but did have the misfortune of being unemployed or homeless. They were swept up by authorities and became prisoners of the state, housed in internment camps across the country. Most were single men, but some had families that voluntarily joined them behind barbed wire.

Another 80,000-plus were forced to register as 'enemy aliens' with the government and produce documentation when it was demanded as part of a surveillance system.

"My interest in the issue stems from two basic questions: how did this happen and why has it disappeared from public memory?" said Kordan. "In attempting to address these questions, I embarked on a long journey of discovery, coming to know Canada in unexpected ways. It was a Canada that I neither knew nor recognized. It underscored for me the importance of making the experience more well-known—to use my skills to integrate the story into the discourse about the nature of Canada, its promise but also pitfalls. The permanent display at the Saskatchewan Railway Museum, which I was privileged to be involved with, helps make this possible. My hope is that the exhibit will become part of the local but also larger conversation about rights and human dignity."



Dr. Kordan speaks at the opening of the Eaton Internment Camp Permanent Exhibit. (Photo courtesy of Saskatchewan German Council).

In June 2022, a grand opening ceremony took place just outside Saskatoon ensuring the memory of that period of fear and discrimination in Canada's history would not be forgotten by future generations.

The Eaton Internment Camp only played a brief role in the story of Canada's internment operations. On Feb. 25, 1919, 65 prisoners were relocated from the Munson Internment Camp in Alberta to the railway siding at Eaton. But a lack of confidence in the military guard prompted authorities to abandon the location for more secure facilities, and just 24 days after it was initially established, the internees were transported to a military installation in Nova Scotia, where they would await their eventual deportation. The Eaton camp was dismantled shortly after their removal.

(Continued on p.13)

Regional Highlights: Saskatchewan

USask Professor Emeritus Helps Preserve the History of Local Internment Camp

(Continued from p.12)

Cal Sexsmith, president of the Saskatchewan Railway Museum, said the project was nearly 20 years in the making. It started with Kordan visiting the site to confirm it as the location of the Eaton camp. What resulted from that visit was a monument erected in 2004 and the start of discussion about a permanent interpretive exhibit. In 2022, all the work came to fruition thanks to volunteers from the Saskatchewan Railroad Historical Association, who constructed the exhibit with the help of a grant from the Endowment Council of the Canadian First World War Internment Recognition Fund.

Kordan said the question of whether Canada is at risk of ever making such a mistake again is dependent upon honouring history and teaching following generations about the past—the very purpose of the new exhibit. He said those who made political decisions around internment at the time understood the moral choice they were confronted with and chose to ignore it.

“Fundamentally, politics is about moral choices,” said Kordan, who retired from USask in 2021. “Can this happen again? Confronted by political challenges, bad decisions can occur, and the wrong moral choices can be made. So, yes, from this perspective, such tragedies can happen again. However, it is less likely to occur if we are taught and learn about the past. It starts with the children, sensitizing them to the issue of rights, making them aware of the importance of pro-

tecting the vulnerable and less fortunate. As a teaching tool, where young people will visit and learn about what happened on this site, the permanent display will look to make this possible.”

Providing awareness and standing up against injustices for the peoples of Ukraine is nothing new for Kordan. As former head of STM’s Department of Political Studies, Kordan specialized in nationalism, ethnic conflict and state minority relations; Canadian foreign policy; and contemporary Ukraine. His passion in this area led to his role in founding the PCUH at STM in 1995. Kordan remains invested in the promotion and support of PCUH’s mission to advance study of various aspects of Ukrainian heritage, culture, and life, while supporting the long and pioneering tradition of Ukrainian Studies at USask—home province for a large Ukrainian population—by providing context for the university’s Ukrainian Studies Certificate program, while also guiding the work of graduate students with an interest in Ukrainian studies.

The Eaton Internment Camp Permanent Exhibit was created through a partnership involving the PCUH, the Ukrainian Canadian Congress–Saskatchewan Provincial Council, the Saskatchewan German Council, and the Saskatchewan Railway Museum. The museum is located southwest of



The Eaton Internment Camp Permanent Exhibit officially opened. (Photo courtesy of Saskatchewan German Council).

Saskatoon, at the junction of Highway 60 and the Canadian National Railway line.

A recording of the June 4, 2022 ceremony is available at https://fb.watch/gq_sfIKgK8/

Source: <https://cutt.ly/4NkIegw>

Dr. Kordan also appeared in a 2020 Shaw vignette about the Eaton Camp available on YouTube: <https://www.youtube.com/watch?v=NbaggN2yOts>



Regional Highlights: Manitoba

Рідна Школа Українознавства у м. Вінніпег розпочала новий навчальний рік

Перший день навчання у Рідній Школі для учнів 2/3 класу розпочався з бесіди про те, коли починають діти навчатися в школі, навіщо діти вчаться, чому цікаво вчитися, яких друзів зустрічають у школі. З гумором пригадали тих, хто не хоче вчитися, як до прикладу, ліниве кошеня з віршика відомого українського поета Платона Воронька «Засмутилось кошеня». Веселий віршик, як не заспівати? А якщо віршик покладено на музику, то тим більше! Весело залунали дитячі голоси у Рідній Школі!



Перший день навчання учні 5-го класу розпочали із розповіді про себе «Я і мої улюблені справи». Дітям сподобалося розповідати про себе і слухати розповіді своїх однолітків. Після знайомства вони почали з'ясовувати, що ж їм вже відомо і з чим асоціюється в них Україна. Спочатку свої знання діти демонстрували державною та народною символікою, трохи географією, пізніше деякими історичними фактами. І на закінчення, діти виготовили і підписали листівки українським захисникам.

У 6/8 класі день розпочався зі знайомства у формі “ice-break questions.” З’являються перші посмішки, крига починає скресати, «барикади» між Северо-Донецьком та Львовом, Харковом та Івано-Франківськом поступово руйнуються. Учні з Канади у класі створюють атмосферу, незвичну для дітей з України. Далі учні вирушають у тур по школі, який проходить захопливо та весело. Так починає зав’язуватися дружба.



Джерело:

<https://www.facebook.com/ridnashkola.winnipeg>

Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Manitoba

In our August 2020 newsletter, we initiated a series of articles highlighting the current situation of Ukrainian Studies at the post-secondary level. ULEC's earlier articles focussed on the Ukrainian programs at the University of Alberta, the University of Cambridge, the University of Victoria, Indiana University, the University of Kansas, Monash University, and the University of Michigan, the European University Viadrina Frankfurt (Oder). This newsletter offers an interview with Professor Emeritus Myroslav Shkandrij and Iryna Konstantiuk at the University of Manitoba.

What is the main focus of the Ukrainian Program at the University of Manitoba?

Iryna: The Ukrainian Program at the University of Manitoba is housed in the Department of German and Slavic Studies. It is a full-fledged program, leading to a major or minor in Ukrainian. Importantly, our province has 12 schools that house English-Ukrainian Bilingual Programs. So, our Program and the Faculty of Education are responsible for the preparation of Ukrainian teachers for such schools.

«Українська програма в університеті Манітоби надає можливість студентам отримати дипломи зі спеціальності «україністика». Також, програма разом з факультетом освіти відповідає за підготовку вчителів з української мови для 12 українських двомовних програм у провінції Манітоба».

Every year we offer Ukrainian language courses at three levels: introductory, intermediate, and advanced. In addition to an in-person course in introductory Ukrainian, we also offer online introductory Ukrainian, which was developed in 2012 as a distance course. In the first year, we had a very good enrollment - around 15 students and in the following years we had 5-7 students. However, this year we already have 17 students registered, which points to the growing interest in language learning in rural areas of Manitoba as well as in other Canadian provinces.

Along with language courses, we also offer courses in Ukrainian culture and literature. Unfortunately, Myroslav retired a few years ago and our Program lost a world-class expert in Ukrainian literature. But we continue to teach various culture courses: Ukrain-

ian culture until 1900, Ukrainian culture of the 20th and 21st centuries, Ukrainian myths, rituals and traditions, Ukrainian fairy-tales and in the winter semester of 2023, I will teach a course on Chernobyl.

Myroslav: I would add that as our department is very small and there is a relatively small number of students in the Program, we allow them to take courses with a strong Ukrainian component from other departments.

Iryna: We also contribute to the U of M Summer Travel Program. For several years, we had cooperated with the Ukrainian Program at the University of Victoria to offer our students summer courses at the Kyiv-Mohyla Academy, but recently we changed our partnership to the Borys Hrinchenko Kyiv University.

This summer program is open to students from other universities and community members and offers 3-credit Ukrainian language courses at beginner and advanced levels. Additionally, students are offered a Ukrainian culture course, a course on Ukrainian mythology, and a course on Chernobyl, which involves field trips to the Chernobyl exclusion zone. Therefore, students have options of taking a 3-credit language course, or 6-, or 9-credit language plus culture courses.

Before the pandemic, 8 to 25 students participated in our summer program every year. We were planning to re-start offering the course in the summer of 2022, but due to Russia's full-scale invasion of Ukraine we had to postpone it again for an indefinite time.

Additionally, since 2003, we have had a student exchange program with the Lviv Polytechnic University, the Ukrainian Catholic University, and the Ivan Franko University. Although we do not have many

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Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Manitoba

(Continued from p.15)

students annually, this program is quite functional: we have two or three students every year who take a whole semester or even an academic year in Lviv.

This program offers our students classes with native speakers of Ukrainian, which makes it a full immersion into the language and culture. Also, we try to match each student's program of study with their interests. For example, if a student is interested in journalism, they can take courses in journalism in Lviv.

«Програма пропонує студентам курси з української мови на початковому, середньому та просунутому рівнях, курси з української культури та літератури, а також літні курси в Україні та можливість навчатися протягом одного семестру чи навчального року в українських університетах у межах програми за обміном».

This program offers our students classes with native speakers of Ukrainian, which makes it a full immersion into the language and culture. Also, we try to match each student's program of study with their interests. For example, if a student is interested in journalism, they can take courses in journalism in Lviv.

Importantly also, when students go on the exchange program, we help them obtain work permits and some of them become employed full time, like Ivanka Watkin, who worked as an editor

and a professional translator for a Ukrainian newspaper. Others are involved in volunteering work with various social services. For example, there is a big social services center in Lviv and most of our students are involved with children with disabilities.

Personally, I'm looking forward to the renewal of the Summer and Student Exchange Programs because they are crucial for our students. They greatly contribute to the development of students' Ukrainian language skills – by the end of their exchange program some of them achieve near-native fluency in Ukrainian.

In my view, participation in the Programs also contributes to students' future employment opportunities. There are success stories when our exchange

program graduates receive employment in organizations like the International Monetary Fund, the World Bank, the European Bank for Reconstruction and Development. Two of our former students have high-ranking positions in the Canadian Army. Another two students completed their internships in NATO. Importantly, we are in touch with our Program graduates who eventually become culture ambassadors and advocates of Ukraine.

Myroslav: I just wanted to briefly add that two years ago, when I left, the Program was very lucky to get Orysia Kulyk as a cross-hire in Political Studies and in our department. The thinking behind that was to preserve Ukrainian expertise at the U of M. This arrangement allows students to have access to somebody who teaches political studies and history in another department and Ukraine-related subjects in our department. And I am sure that with time Orysia will develop a repertoire of courses which will include or even focus on Ukraine. This is a good base from which to build on and further develop, maybe even encourage hiring Ukraine-related experts in other departments as well.

Was the University supportive of preserving the Ukrainian expertise after your retirement?

Myroslav: If I could go back to those two years ago, we understood that if we applied for a position with only the word "Ukrainian" in the job title, we would not get it, because the enrollments in the Program were relatively low. Therefore, we applied jointly with Political Studies, who had a need for expertise in Eastern Europe because of what was happening in that area. Therefore, we made our case saying that we needed bona fide experts in both the wider field



UKRAINIAN COURSES
FALL AND WINTER 2022-2023

Language Courses

UKRN 1310: Introductory Ukrainian: 6 credits
MW: 12:30-1:20, Iryna Konstantiuk
UKRN 1310: Introductory Ukrainian: 6 credits
Distance Online: Tetiana Dyachyshyn
UKRN 2720: Intermediate Ukrainian: 6 credits
MW: 12:30-1:20, Iryna Konstantiuk
UKRN 3962: Advanced Ukrainian Through Short Stories: 3 credits
MW: 12:30-1:20, Iryna Konstantiuk

Literature and Culture Courses

UKRN 2770: Ukrainian Culture Until 1900: 3 credits
MW: 11:30-12:20, Orysia Kulyk

For more information, visit
umanitoba.ca/german_slavic



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Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Manitoba

(Continued from p.16)

and in Ukrainian studies, not just people who happen to know something about Ukraine or Russophilic, Russophone or Russocentric people. This is not what Ukrainian Studies needed. We were also building on the fact that there had always been strong Ukrainianists at the U of M, with a strong intellectual presence and reputation in Ukrainian studies, not just people who happen to know something about Ukraine or Russophilic, Russophone or Russocentric people. This is not what Ukrainian Studies needed. These things were put forward and well received at the University level. Our proposal came out on top in the voting by heads of each department in the Faculty of Arts. That was a signal that there is very strong awareness of the importance of the area and that the university needs such expertise, and so we were able to hire.

On average, how many students do you have in your language and content courses?

Iryna: In introductory Ukrainian, we normally have from 15 to 25 students; in our online introductory course – from 7 or 8 to 20, like this year; in our intermediate course - from 7 to 15. At the advanced level our numbers fluctuate from 3 to 15.

Regarding culture courses, we're doing really well - we get 17-25 students. Our course on mythology is very popular - we have around 20 students. Additionally, our Summer Program attracts around 15 students. Overall, although our enrollments are not very high, they are quite healthy.

Myroslav: In content courses, numbers would vary. My initial focus in teaching literature courses was on students who were interested in exploring Ukrainian literature in the original language. But numbers in those courses were very small - in some years there were three or five students. Therefore, I changed my approach and started teaching courses on Ukrainian literature in translation. Additionally, I would focus on a particular theme rather than a period, e.g, Holodomor and Holocaust in Ukrainian Literature, Ukrainian Folk Tales. The enrollments grew to 12-17 people, because new courses started to attract not only students who were interested in Ukrainian literature, but also those who were interested in those topics from an anthropological, political or other point of view. This strategy proved to be successful -



Students learning Ukrainian dance steps at the Kyiv-Mohyla Academy, UM Summer Travel Program

we managed to increase our overall numbers in the Program.

Do you have any minimum enrollment requirements in your courses?

Myroslav: We have always had relatively small classes, which did not make the Dean particularly happy, but they did not cancel them. They were very good about that. Also, there has always been an unwritten agreement that we teach more courses. The average course load is two and a half, but if I taught three or three and a half, it bumped up the numbers and that was accepted. I think people realize that it is a small program and you cannot have a one-size-fits-all requirement.

What kind of students does your Program attract?

Myroslav: In my days, I had Marxist-Leninists, fanatical Communists who were thrilled that I was teaching a course called *Revolution and Literature*. I actually had some students who were excited to go to the Soviet Union because they were so committed to the idea of world Communism.

Iryna: Lately, we are getting students who have Ukrainian boyfriends and girlfriends, or people who meet online and need to know the language to communicate. We have seniors in my class. One of them said that she needed to learn Ukrainian because when she died, she needed to be able to talk to her

(Continued on p.18)

Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Manitoba

(Continued from p.17)

deceased relatives from Ukraine! We also have students who take Political Studies or are interested in politics and are fascinated by what is happening in Ukraine. In our classes, there are also heritage speakers and students coming from Ukrainian families. In a nutshell, it's a mix.

Were your enrollments different when the Program started?

Myroslav: I don't think they were much different. I know people tend to look back and see the 60s as a golden age, but I don't think it was the case here. There was a generation of children born of immigrants who had knowledge of Ukrainian. They could read in the original language, they were enthusiastic to learn more about their heritage. Therefore, there were more courses taught in Ukrainian, but the numbers were always small. The situation was not very different in the past, except for some fluctuations. As I said, this was a small program within the university,

«Українська програма в університеті Манітоби виникла у 1949 р. під сильним тиском громади. Післявоєнна хвиля іміграції була свідомо того, що українські студії мають стати центром українського життя у Вінніпезі».

so strong in Ukrainian studies was due to a strong presence of Ukrainians in the broader society and because there were individuals and organizations within the community who could put some pressure on the university for the Program to exist.

In the past, say, last decade, did Ukrainian experts work collaboratively with members of other departments in the Faculty of Arts?

Myroslav: The U of M has had a Ukrainian Program since 1949. It was one of the first Ukrainian Programs created in North America, and the practice of collaboration with experts in other areas has always

but it was recognized as an important unit. One of the reasons was that the professors were widely recognized, active scholars. Their area of expertise was unique and valuable - there were not many places in the world where this expertise was available. You could count them on one hand.

The reason why the prairie provinces were



Visiting scholars from Ukraine at the Department of German and Slavic Studies

been here, especially for graduate programs. In the past, the experts in economics, history or anthropology, who were also often of Ukrainian background, would contribute to the strengthening of the Ukrainian Program. However, over the last fifteen-twenty years the Ukrainian expertise has started to disappear, mainly through retirement – until two years ago. Now there are new hires and there's a wave of new people coming from Ukraine, and my hope is that this is going to completely transform the situation.

Earlier Myroslav mentioned that the Ukrainian Program at the U of M was established in 1949. How was it launched? What is the history behind it?

Myroslav: To my knowledge, there was a strong community pressure. The postwar wave of immigration from Ukraine was very conscious of the fact that they wanted to make Ukrainian studies central to Ukrainian life in Winnipeg. There were, and still are, Ukrainians in the provincial government and city administration who were very supportive of the initiative.

Imperatively, when the Slavic Department was created, it was always a tripartite program focusing on Russian, Polish and Ukrainian. They were ahead of their time in many ways because by creating a balance between the three largest Slavic languages they helped create a very healthy and positive atmosphere in a relatively small department. Offering three

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Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Manitoba

(Continued from p.18)

languages, three literatures and cultures enabled people to explore different aspects of mutual cultural relations.

Currently, your Program is housed in the Department of German and Slavic Studies. Was there a Slavic Department? Or have you always collaborated?

«Упродовж років викладацький склад програми катастрофічно скорочувався – люди виходили на пенсію, а їхні посади скорочувалися. Нещодавно програмі разом з відділом політології вдалося створити нову посаду за сумісництвом – 50% ставки на нашій програмі і 50% на відділі політології».

I was hoping that they would start rehiring. But at that time there was an economic and financial crisis, and the University went for about ten years without hiring anyone. And we kept losing people. At some point we went down to two people in Slavic Studies. We started making noises, making demands and slowly we began building it up again through good hires and Iryna is one of them. She is a brilliant language instructor, a really good colleague and scholar.

Now, what was viewed as an esoteric, community-based strange ethnic obsession, suddenly became the most prominent and important political problem in the world. I think the University sighed a breath of relief that it had not liquidated the Program as they wanted to do in the late 80s. Luckily, we were able to put pressure and convince them not to do that. Then the Soviet Union fell apart and Ukraine appeared as an independent state, then the troubles with Russia began. We saw the wheel turn completely – now everybody's looking to hire more Ukrainianists.

What steps are you taking to promote your program and attract students?

Myroslav: Once, there was a Department of Slavic Studies. When I was hired, I was put in charge of an amalgamation of the two departments, because they were rapidly losing staff, and they were getting very small - both departments were down to four people each. Within two years, a new department was created. I



Fundraising for Ukraine, organized by the UM Ukrainian Students' Association

Iryna: I am a social media person and I advertise our Program through social media a lot. I also email posters to the Ukrainian Canadian Congress, to people I know and ask them to forward to those who might be interested in taking our classes. But usually it's by word of mouth. What I'm happy to see is siblings or cousins of former students joining the courses. This is one way to know that we are on the right track.

We also try to attract students through programming. We have the U of M Ukrainian Student Club. It is very active - it has been operating for over 40 years. The Club members get together on a regular basis to plan and organize events, dedicated to, for example, Holodomor and Chernobyl commemorations. Also, they have been actively involved in fundraising since 2014. The Club is in close touch with community organizations such as *PLAST* and *SUM*, thus cultivating interest in Ukrainian Studies with future generations of students. The Club members also provide support, first of all psychological, for students who are now arriving from Ukraine, including those from combat zones; Club members help them adjust to a new life.

What are the biggest obstacles that you're facing at the moment?

Iryna: Enrollments. Our first departmental meeting is always all about enrollments. It's a huge stress for me, because I'm all about quality. I want my students to be successful in language learning, to be fluent in the language. The chase for enrollments is time-consuming.

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Ukrainian Language and Culture Programs at the Post-Secondary Level: the University of Manitoba

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On top of this there is a war going on in Ukraine, which is another source of huge stress for me, with my whole family in Ukraine, my cousins fighting on the front lines. Last semester it was difficult for me to concentrate on the work, as my mind was over there. Having constant fear for loved ones affects my health. Of course, it is not an obstacle, but it is a huge challenge.

Do you have any strategies on how to sustain your program?

Myroslav: One way of overcoming obstacles and challenges is looking for support in other departments. The fact that the Department was able to cross-hire Orysia Kulyk was partially a strategy as well. She is able to direct her students interested in Eastern European politics to our department, saying: "Look, if you are serious, if you want to do an MA or PhD on this subject, you have to learn the languages, you have to know the culture." Twinning with other departments, looking for neighbours who are similarly

«Наша програма фінансується виключно університетом і не має підтримки з інших джерел».

interested, I think that's a winning strategy. I would support having a joint appointment with history and anthropology because these hirings can mutually reinforce one another.

How is your Program funded?

Myroslav: Although the Shevchenko Foundation provides small scholarships for students who travel to Ukraine for summer courses, for the most part, our Program is financed by the University. However, importantly, our University has not committed itself to only a year-by-year funding of lectures and instructors.

Iryna: As an instructor, in the past I applied to the Canadian International Development Agency to organize student internships in Ukraine; in turn, this allowed me to develop bigger projects. This year we could also see substantial help coming from the University to support Ukrainian scholars in need and students coming on emergency visas.

What would your students identify as the highlight of the Ukrainian Program at the University of Manitoba?

Iryna: In my view, it is our close connection to the community. Also, we are very accessible and innova-



UM Summer Travel Program at Kyiv Mohyla Academy

ive, because we offer things that are unique. For example, we have very good materials in the language lab; we offer a distant language course; we have an incredible Summer Travel Program and a Student Exchange Program; and it is directed towards expanding employment opportunities.

Myroslav: I think it's also the people. There are now two very good instructors who are the attraction of the Program - they are able to interact with students and change their lives.

On another note, you need to realize that the Ukrainian Program at the University of Manitoba does not have the financial backing of other places. To receive any funding, you need to apply for grants. Only full-time professors are eligible to do so; unfortunately, we do not and never have had stable funding from outside the university to help build or expand our program.

I've brought in a lot of money, but had to apply for international grants or SSHRC grants in competitions where there are no shortcuts for anybody. There are no easy ways of getting money for us.

What we need is help hiring a person. It takes two million dollars to hire a regular professor and three million dollars will get you a Chair. That would ensure permanently that the University of Manitoba has Ukrainian studies.

Currently, we don't have money for administrators. We don't have money for secretaries. We don't have money for temporary hires. We don't have money for anything; we just have Iryna and half of Orysia. That's it. But their all-out efforts keep the Program going and I firmly believe that it is in capable hands.

Ukrainian Language and Culture Programs at the Post-Secondary Level

Ukrainian and Crimean Tatar studies abroad

Шановні колеги!

Український інститут створив і представляє Вашій увазі [інтерактивну мапу](#) українських та кримськотатарських студій, яка налічує **160 осередків** українських та кримськотатарських студій у **31-ій країні**. Сподіваємося, що вона стане Вам корисною для пошуку партнерів, посилення наявних мереж співпраці та планування спільних проєктів.

Запрошуємо ознайомитися та скористатися мапою [за посиланням](#). Ви можете переглянути та відфільтрувати студії за різними параметрами: географією, типом, організаційною формою, тощо. Онлайн-база студій також містить ключову інформацію про діяльність осередків та посилання на їхні веб-сторінки.

Український інститут продовжить наповнювати та оновлювати інформацію в базі. Якщо у Вас є зауваження або уточнення щодо опису Вашої студії, або ж Ви б хотіли додати свій осередок, а також з будь-яких додаткових питань та уточнень щодо цього проєкту звертайтеся до Надії Коваль (nadiia.koval@ui.org.ua), керівниці інформаційно-аналітичного відділу Українського Інституту.

Також до кінця 2022 року ми опублікуємо аналітичний звіт щодо стану і потреб українських студій у світі, одним з джерел інформації якого є онлайн-опитування представників українських студій. Якщо Ви ще його не заповнювали, але маєте таке бажання, до Вашої уваги опитувальник [українською](#) або ж [англійською](#) мовою.

З повагою,

Команда Українського інституту

Dear Colleagues,

The Ukrainian Institute has created the [global database and interactive map](#) of **160 Ukrainian and Crimean Tatar study centres from 31 different countries**. We hope it will be useful to you in establishing new partnerships, strengthening existing cooperation networks, and planning joint projects.

We invite you to check out the map and the database [by following this link](#). You can browse and filter Ukrainian or Crimean Tatar studies centres by various parameters: geography, type, organizational form, etc. The online database also contains basic information about each organisation and its activities, as well as links to their web pages (in Ukrainian, translation into English forthcoming).

The Ukrainian Institute will keep updating its database. For any additional questions and clarifications regarding this project, please contact Ms Nadiia Koval (nadiia.koval@ui.org.ua), head of the research and analysis department of the Ukrainian Institute.

Additionally, the policy paper on the current state and future outlook for Ukrainian and Crimean Tatar studies worldwide will be finalised and posted on the Ukrainian Institute website by the end of this year. An online questionnaire for the Ukrainian and Crimean Tatar studies organizations was one of the basic information sources for the policy paper. If you haven't already taken part in our study but would like to, please consider answering the survey questions [in Ukrainian](#) or [in English](#).

Sincerely,

Ukrainian Institute Team

Global Highlights: Australia

St Andrews Ukrainian School in Sydney Celebrates Outstanding Achievements by Their Students



St Andrews Ukrainian School Staff, Parent Committee and Parish are proud to announce two outstanding achievements by their students: Monica Zarifeh and Melanya Piskor.

Monica Zarifeh and Melanya Piskor were acknowledged for their commitment to the study of their community language, Ukrainian, for contribution to the development of intercultural understanding and for their involvement in the school and wider community.

At a special ceremony, held at the University of NSW on Monday 5th September 2022, Monica Zarifeh received the most prestigious award: “2022 NSW Minister’s Awards for Excellence in Student Achievement – Community Languages Schools” in the junior category and Melanya Piskor received a Merit Award in the senior category.

Almost 34, 000 students (33,930) students are learning languages through the Community Languages Schools Program. In 2022 , 270 students were nominated, with 118 senior and 152 junior nominations from different languages considered for the awards. Only ten students have been awarded the Minister’s Award, a total of 162 junior and senior students received a Highly Commended or a Commended Award. All other nominated students were acknowledged by a Merit Certificate which will be presented at their Community Languages School.

Kateryna Bogdanova received “Highly Commended” in 2021 but due to the COVID lockdown the ceremony was cancelled. This year Kateryna had the opportunity to receive her award.

The school also had the privilege to perform at the ceremony. Students performed a traditional "Welcome Dance" and sung while playing the bandura.

Congratulations to the students and their families on their achievements!

Source: <https://cutt.ly/uNjYo3f>



Global Highlights: Australia

Нова українська школа у м. Сідней

5-го вересня 2022 р в приміщенні Університету Нового Південного Уельсу на спеціальному урочистості учні школи Елла Воловик та Соломія Коренюк здобули нагороди за вивчення української мови. Елла, у молодшій категорії отримала Commended Certificate, а Соломія у старшій категорії отримала Merit Certificate. Вітаємо переможців!

На фото: Елла Воловик

Джерело: <https://cutt.ly/tNjNyTf>



Самчиківський розпис (або самчиківка) як вид українського декоративно-ужиткового мистецтва зародився наприкінці XIX – на початку XX ст. у селі Самчики Старокостянтинівського району Хмельницької області й поширився південно-східною Волиною, на межі з Поділлям.

Учні та студенти школи проходили урок Самчаківки з художницею пані Наталією Гуденко.

Джерело: <https://cutt.ly/9NjNnAJ>

Ось і роботи учнів з Петриківського розпису. Діти в захваті, батьки задоволені, а вчителі радіють, що гарно провели час разом з пані Тетяною Колдуненко в Адамстауні в залі УГКЦ Adamstown, NSW. (Newcastle).

Джерело: <https://cutt.ly/jNjN9bN>



News From Ukraine

Ukrainian Language in Social Networks; What Changed After Russia's Invasion

Повномасштабна російська агресія проти України, розпочата 24 лютого 2022 року, визначальним чином вплинула практично на всі аспекти світобачення українців. Ключовою інтенцією більшості громадян України стало прагнення розірвати будь-які зв'язки з країною-терористом. Деколонізація та дерусифікація культурного простору та простору пам'яті стали важливими складовими цього процесу, який не оминув і соціальні мережі.

Попереднє дослідження, проведене в жовтні 2020 року, наочно продемонструвало, що два роки тому простір соціальних мереж залишався територією майже тотального домінування російської мови. Хоча 77% громадян України називали українську мову рідною, 70% надавали їй перевагу на роботі або на навчанні й 63% переважно користувалися нею удома, в соціальних мережах державною мовою тоді робився лише кожен шостий допис (16%).

У червні 2022 року, на четвертому місяці повномасштабної війни, ситуація помітним чином змінилася. Проведений аналіз дає можливість зробити такі висновки:

1. Російська мова втратила домінантне становище в українському сегменті соціальних мереж. Якщо розглядати найпоширеніші платформи разом, то вона ще помітно переважає (37% постів українською мовою проти 63% російською). Втім, аналіз окремих платформ свідчить про різні мовні ідентичності користувачів.

2. Такі популярні іноземні платформи, як Facebook, Twitter та Instagram показали помітну українізацію користувачів порівняно з осінню 2020 р. Якщо два роки тому частка дописів українською мовою коливалася в цих спільнотах у діапазоні 13-27%, то тепер сягнула двох третин.

3. Частково це пов'язано з набуттям чинності в січні 2021 р. норми закону про обслуговування клієнтів українською мовою, внаслідок чого більшість організацій, що надають послуги, перейшли на державну мову ведення своїх вебсторінок. Разом із тим, дослідження показало, що з-поміж приватних акаунтів частка дописів українською мовою (45%) зростає навіть більше, ніж серед спільнот та груп по інтересах. Логічно припустити, що українізація соціальних мереж також стала наслідком мовного вибору (самовизначення) користувачів. У цілому можна сказати, що користувачі трьох названих соціальних мереж відтепер перебувають в переважно україномовному середовищі, що створює сприятливі умови для переходу на українську мову тих, хто ще надає перевагу російській мові.

4. Водночас дослідження показало, що російська мова дотепер відчутно або тотально домінує в таких популярних в Україні соціальних мережах, як ВКонтакте та Однокласники, які з 2017 р. заборонені в Україні та ще 5 років тому перестали бути майданчиком для офіційної комунікації влади, політиків, лідерів громадської думки та ЗМІ.

“Russia’s aggression against Ukraine caused noticeable changes in the use of Ukrainian and Russian in Ukraine’s segment of social networks. Facebook, Twitter and Instagram have undergone considerable Ukrainization. However, the war practically did not affect the language mode of YouTube or TikTok. For the Ukrainization of the first platform, special social and/or legal conditions need to be created. On another note, the situation on TikTok is related to language preferences in youth communities, which can only be changed holistically.”

Фактично це перетворило реліктові соціальні мережі країни-агресора на середовище спілкування осіб, здебільшого індіферентних до суспільно-політичних питань або відверто прихильних до «русского мира». Видається, що всі, хто волітимуть перейти на українську, навпаки, залишатимуть ці платформи й ітимуть на інші. Тож мінімальна питома вага постів державною мовою майже не має можливості зростання.

6. Дуже малою лишається частка контенту українською мовою у соцмережі Youtube (5%), що пов'язано, найімовірніше, з алгоритмами монетизації, які спонукають користувачів попрацювати на ширшу

(Continued on p.25)

News From Ukraine:

Ukrainian Language in Social Networks What Changed After Russian Invasion

(Continued from p.24)

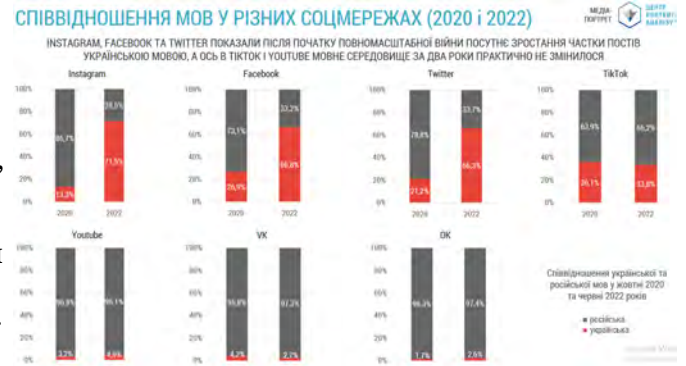
російськомовну аудиторію. У підсумку кількість контенту державною мовою за два роки зростає лише в межах похибки – на 2%. Таким чином, дерусифікаційні процеси, які повною мірою себе проявили в Facebook, Twitter та Instagram, у Youtube майже зовсім не спрацювали.

Аналогічну тенденцію показав і TikTok – середовище япілкування дітей, підлітків й молоді. Частка матеріалів державною мовою тут залишилася на довоєнному рівні (приблизно третина), засвідчивши вищий рівень русифікації молодшої вікової групи населення порівняно з середнім по країні. Вплив війни в цьому середовищі не був істотним.

7. Щодо регіонального виміру, то порівняно з 2020 р. спостерігається помітна українізація користувачів західних областей України. Хоча згідно опитуваннями 98%

мешканців західного регіону спілкуються вдома і на роботі державною мовою, ще два роки тому кожен другий пост в соцмережах вони залишали російською мовою. Зараз частка останньої впала до 10-25%. Помітно підтягнувся й центр України.

Разом із тим, російська мова домінує на сході та півдні країни, а також в Києві. Найбільш русифікованим регіоном (окрім Донбасу і Криму) є Одещина, де лише кожен четвертий допис у соціальних мережах пишеться українською мовою. Частка постів українською мовою на Донеччині та Луганщині в червні була мінімальною, вочевидь, з двох причин: окупація й вимушене переселення більшості мешканців в інші області України.



Таким чином, російська агресія спричинила помітні зміни в порядку вживання української та російської мов в українському сегменті соціальних мереж. Facebook, Twitter та Instagram зазнали відчутної українізації. Разом з тим, війна практично не вплинула на мовний режим Youtube і TikTok. Для українізації першої платформи потрібні додаткові соціальні та/або законодавчі умови. Натомість ситуація на TikTok пов'язана з мовними уподобаннями в молодіжних та підліткових середовищах, змінювати яку можливо лише комплексно.

Source: <https://cutt.ly/oNpG1QD>

Ukraine Removes Russian Language and Literature From School Curriculum

Russian language courses have been removed from Ukraine's school curriculum, along with works by Russian and Belarusian writers, the Ukrainian Education Ministry [announced](#) on Tuesday, August 16.

These changes were made "in response to challenges that have arisen in connection with the Russian Federation's full-scale armed aggression against Ukraine," the ministry said in a statement.

According to the press release, Russian-language literary works have been replaced in the curriculum with books by a number of international authors. However, some foreign literature courses will retain books by authors "who wrote in Russian, but whose life and work were closely connected to Ukraine." This includes writers such as Mykola Hohol (known in Russian as Nikolai Gogol), Volodymyr Korolenko, and Mikhail Bulgakov (specifically, his novella *Heart of a Dog*).

Ukraine's Education Ministry has also revised history curricula to include the study of the Soviet Union as an "imperial-type state" and introduced a full educational unit on the Russian-Ukrainian war, starting from 2014. The concepts of the "Russian world" (*Rusky mir*) and "[ruscism](#)" (Russian fascism) were also incorporated into school curriculum.

Source: <https://cutt.ly/dNpH9IQ>

News From Ukraine:

Kyiv Schools Adapt to Survive Under Russian Bombardment

Despite the missile strikes and power cuts that have become a regular occurrence in Ukraine's capital, Kyiv's 190,000 remaining school children are still expected to attend classes, whether online or in person. If there is no light, it's sometimes hard to see when you are writing, said Yulia, 13, sitting in the front row of an English lesson with around a dozen classmates in a western suburb of the city.

Though her school, like most buildings in Ukraine's embattled capital, experiences regular electricity cuts caused by Russian missile barrages on the power grid since October, city officials insist pupils will at least be able to finish the current semester, which ends on Dec. 23. We really need to hold on for these three weeks, Oleksiy Kurpas, an adviser to the deputy head of Kyiv's city administration, told Reuters in one of the airy yet warm corridors of the Soviet-era school.

Kurpas expressed hope that the school year would run until the summer, but the wider situation is bleak: nearly half of Ukraine's

power grid has been wrecked and Kyiv has said it expects further attacks.

The official said that about 85% of Kyiv's pre-war school staff remained in the city, compared with 60% of pupils. The other students have moved to safer regions or abroad. As a result, schools have been working in a hybrid mode both in person and online since the start of the academic year.

Online classes are attended by many students still in Kyiv, as there is still a city-wide shortfall of 35,000 places in school bomb shelters where students and staff must take refuge during air raid sirens. [...] .

The school's head teacher, Olena Roman, said staff were sometimes unable to set homework if the power suddenly went down, and pupils learning remotely often struggled during power cuts in their homes. Kyiv's mobile coverage drops significantly during outages, as base stations are forced to use backup batteries with limited power reserves.

Kurpas acknowledged this was a problem and said his own child had been affected by it but added that all possible measures, such as passing on the material through several messaging apps at once, were being taken to minimise the impact on learning.

Despite the city's precarious situation, Roman remained confident that the school would keep teaching.

"We will continue working, without question ... we have a generator, it will allow us to work in any situation, and that is what we will do," she said.

Kyiv's private schools, many of which opened in the years preceding the invasion, have been able to use their greater financial resources to prepare extensively for the disruptions.

A small private school in north Kyiv has even established a heated and powered "hub" for parents who want to find refuge from cold, dark homes.

Adapted by Hans Peter Midttun

Source: <https://rb.gy/coortk>

Invitation to contribute to the *ULEC Newsletter*

Please share your experiences or observations with us!

We look forward to receiving your contributions!!!

Contact us at ulec@ualberta.ca

Resources

«Хоробрі казки» від Суспільного

Як пояснити дітям, що відбувається навколо, не лякаючи, але залишаючись чесними? Із 27 жовтня на Суспільному щотижня виходитимуть аудіоісторії нового часу — «Хоробрі казки» для українських дітей та їхніх батьків. 12 пізнавально-розважальних аудіоказок, які озвучуватимуть українські артисти, військові, митці, народні улюбленці, публікуватимуть на [телеграм-каналі](#) Суспільне Казки та [ютуб-каналі](#) «Бробакс».

“How do we explain to children what is happening around them, without scaring them, and remaining honest? On October 27, audio stories of the new era - "Brave Tales" for Ukrainian children and their parents - will be released weekly on the Suspilne Tales Telegram channel and the Youtube channel “Brobaks”.”

Казки нового часу — це терапевтичні історії спільного досвіду українських родин, які правдиво, але делікатно пояснюватимуть дітям нові реалії, що наскрізно присутні в цікавих оповідях зі щасливими завершеннями. Концепти 12 тем, які лягли в основу казок — розлука, підтримка, доброта, дружба, солідарність, втрата, віра в спільну перемогу та інші. Їх пропрацьовували на нетравматичність з авторкою текстів Іриною Виговською, психологинєю Маріанною Новаковською та соціологинєю Вікторією Бриндзою. Ілюстрації Георгія Сагітова дають простір для уяви кожного, хто слухає



казки, асоціативність дозволяє домислити, дофантазувати.

Першу казку «Вел і Цуц» зі збірки читає Юлія Саніна, лідерка гурту The HARDKISS. Вона озвучує дивовижну історію про дружбу.

Маріанна Новаковська зазначає, що навіть зовсім маленьким дітям потрібні відповіді на непрості питання про війну, смерть і що буде далі. Задача дорослих — дати відповіді, не тікати від складних питань, знайти можливість підібрати слова, образи, дати відчуття безпеки, навіть коли самим страшно.

«Казки завжди були інструментом терапії — через казку такі непрості процеси життя набувають зрозумілої дитині форми. І лише тоді можна ці образи осмислити, відчувати, уявити, посміятись над ними чи посумувати про сюжет. Казка дає опору, пояснює, нормалізує почуття: і злість нормальна, і сум, і страх, і сваритись, і боятись можна. Найважливіше — терапевтичність казки у тому, що дає дитині змогу прожити певний досвід, "приміряти" новий спосіб

реакції, позлитися, поспівчувати і набратися сил, віри, впевненості у собі.

У своїй роботі я завжди любила казкотерапію — у запитах про тривогу, агресію, дружбу, самотійність — що завгодно. Але коли почалася повномасштабна війна, мені вперше ось настільки сильно захотілося говорити зі своїми власними дітьми через казкові історії. “Казка лікує, підтримує і говорить правду мовою, доступною для розуміння дитини», — розповіла Маріанна Новаковська.

Вмикайте «Хоробрі казки» дітям в укриттях, у довгій дорозі, в евакуації чи вдома під час комендантської години. А також використовуйте як засіб відволікання малят від тривоги, викликаних обстрілами і сиренами. Скачайте на телефони та планшети і слухайте разом на платформах для подкастів ([Spotify](#), [Apple Podcasts](#), [Google Podcasts](#), [SoundCloud](#) та [інші](#)).

Джерело: <https://bit.ly/3DxI3l>

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The Ukrainian Language Education Centre (ULEC) promotes and develops Ukrainian language education in Canada and abroad by: supporting bilingual programs and professional development of Ukrainian language teachers and instructors; creating learning and teaching resources at both the secondary and post-secondary levels; conducting research on topics related to Ukrainian-language education and related fields; and fostering international links and community engagement. For more information about ULEC, please visit [our website](#) and [Facebook page](#) or contact us by [email](#).

Методичний центр української мови сприяє розвитку україномовної освіти в Канаді й за кордоном: підтримує двомовні програми, підвищує професійний рівень вчителів української мови, розробляє навчальні та методичні ресурси для середньої і вищої освіти, проводить дослідження, пов'язані з тематикою україномовної освіти і суміжних галузей, а також сприяє розвитку міжнародних контактів і підтримує зв'язки з громадськістю. Детальнішу інформацію про центр можна знайти на [веб-сторінці](#), [сторінці фейсбуку](#) або через [е-пошту](#).

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